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ABSTRACT

An exploratory study sought to examine the special educational needs of young people with disabilities preparing for the transition from school to adulthood. Major issues addressed were citizenship (social and life skills), the world of work, and recreation. Students aged 14 and above from several European countries who were perceived as having special educational needs stemming from a wide range of physical or mental disabilities and emotional or behavioral disorders were studied. Case studies of special needs programs for daily living skills in the United Kingdom, Italy, West Germany, and the Netherlands were reviewed, and legislation pertaining to employment and vocational rehabilitation for special needs persons was studied in Belgium, Denmark, West Germany, France, Luxembourg, the Netherlands, and the United Kingdom. Projects concerning work preparation for special education students and possible alternatives to employment for these students were investigated. Recreational programs which help special needs persons in terms of interpersonal competence, support, and social interaction were also examined, as were trends in the United Kingdom in the provision of further education for special needs students. Among the implications for teacher training that emerged from the study was the need to expand schemes to cater to a wider range of young people with special needs and the need for systematic collection and dissemination of information on existing practice. Seven pages of references are appended. (CB)

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THE PREPARATION OF YOUNG PEOPLE WITH SPECIAL NEEDS FOR AN ACTIVE ADULT LIFE - AN EXPLORATORY STUDY

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The core group wishes to thank all the people involved from the above mentioned institutions, especially Mr.Pat Daunt from the EEC-bureau and Mr.Alan Smith from ATEE, because without them, this study could not have been carried out.

During the printing of this report the tragic news reached us, that our Italian groupmember Dr.Brunetta de Fontana has died in an accident in Triest, Italy.

Mrs. de Fontana has been very active in preparing this report.

We have lost not only a very productive and experienced groupmember, but also a warm sympathetic friend.

Fernando Diniz, London, U.K.
Peter Kropveld, Hilversum, Holland

October 1984

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Section 1 INTRODUCTION

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1.1. Definition of "Special Needs"

The first project undertaken by the ATEE working group on Special Education was an attempt to reach some common understanding of the concept of special needs (Diniz & Kropveld, 1983). The task was a difficult one since Special Education provision in member countries varied in statutory and professional terms. Nevertheless, the definition encompassed in the Education Act 1981 (UK) appeared accaptable to most delegates at least in spirit; it was therefore adopted in the present study.

For the purposes of the act a child has "special educational needs" if he has a learning difficulty which calls for special educational provision to be made for him. A child has a "learning difficulty" if (a) he has a significantly greater difficulty in learning than the majority of children of his age; or (b) he has a disability which either prevents of hinders him from making use of educational facilities of a kind generally provided in schools. Within the area of the local authority concerned, for children of his age; or (c) he is under the age of five years and is, or would be if special educational provision were not made for him, likely to fall within paragraph (a) or (b) when over that age.

Special Educational provision means (a) in relation to a child who has attained the age of two years, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of his age in schools maintained by the local education authority concerned, and (b) in relation to any child under that age, educational provision of any kind.

A child is not to be taken as having a learning difficulty solely because the language (or form of the language) in which he is, or will be, taught is different from a language (or form of a language) which has at any time been spoken in his home.

1.2. Young people with special needs

The term "young people" in this study should be taken to refer to youngsters over the age of 14 years who are perceived to have special educational needs. These needs may arise from a range of circumstances and embrace educational help for individuals with physical or mental disabilities, those with emotional or behavioral disorders as well as those youngsters who have hitherto been seen as requiring remedial rather than special education.

In practice, young people with special needs are to be found in a variety of educational settings including: special schools, special classes, ordinary schools, further education colleges, distruptive units, intermediate treatment centres, sheltered workshops and social education centres.

Section 2 PREPARATION FOR AN ACTIVE LIFE

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2.1. The exploratory study

The aims of this exploratory study are threefold:

1) to examine in a practical way the issues involved in the preparation of young people for adulthood;
2) to briefly survey some relevant literature;
3) to consider the implications for teacher training programmes.

The four investigators either visited the establishments or have otherwise been associated with the situations in question. These "case studies" should be seen as illustrative devices rather than methodological techniques. Study visits, more than field-studies.

2.2. The concept of an "active adult life"

Any programme aimed at preparing young people for active adult lives must concern itself with a variety of elements to engage and motivate the students: by achieving a greater understanding of working environments, by incalculating knowledge relevant to jobs, and enabling students to select from available choices in terms of their own abilities, inclinations and requirements, and by helping them to recognise the particular skills which they may be called upon to perform, and in which proficiency will, therefore, have to be achieved. At the same time, the young people should be enabled to develop individually and academically and to appreciate the new obligations and opportunities of an adult life in the wider community.

This preparation for a smooth transition from school to adulthood is for the purposes of the study taken to include three perspectives: citizenship, the world of work, and recreation.

2.3. Citizenship

The emphasis of any such model of training should be on those social and life skills which will help young people with special needs to become acceptable, responsible adults in the community. To achieve this it is necessary to stimulate and develop:

a) self-awareness and identification e.g.
   - who am I? How does my disability prevent me from being an acceptable member of the community? What can I do about it?
   - can I look after myself? What are my relationships with other people? Can I handle a sexual relationship?
   - do I know what my rights are?

b) social communication e.g.
   - what are my attitudes to people of a different race, religion, culture? Do I know how to use the various public services? How can I get involved in my local community?

To illustrate this report with some practical efforts to educate young people with special needs for citizenship, the ATEE group visited:

- The Fitzgerald project in London
- The Reading project to improve the quality of life for the deaf (UK)
- The adolescent-group in Triest (Italy)
- High scope Europe in Nord Kirchen (W-Germany)
- The "Sociaal Pedagogisch Bureau" in Amsterdam, Holland.

The Fitzgerald Project, London

Introduction

The Fitzgerald Project is an intensive intermediate treatment project for 15-18 year olds managed by the Rainer Foundation in Lewisham and funded by Lewisham Social Services Department, the DHSS, the Inner London Education Authority, Manpower Services Commission. London and Quadrant Housing Association and Rainer itself. The project provides a range of different services that can be used on their own or combined to form a comprehensive programme lasting up to two years. The project started in February 1983. The services include counseling, groupwork, outreach work, education, workshop and skills training and a small accommodation project.

Target Group

The project is aimed at 15-18 year old young men and women, at risk of custody or reception into care. The young men referred will be offenders, and are likely to have a number of previous convictions. Our research has shown that in Lewisham, at particular risk of being given a custodial sentence or being received into care are young men convicted of serious offences, those over sixteen and those with other problems such as a break-down in school attendance, or conflict in the home. These "welfare" problems often have a much more significant impact on "the court" than the offence the young person has committes. The majority of the young women referred are unlikely to have appeared in court before, but are deemed to be in "moral danger" or "beyond parental control" by their social workers or by their parents. Sometimes the request to be taken into care will have come from the girl herself. It is expected that many of the young people referred will be those who appear to be generally alienated from society and where an institutional placement has already broken down because of absconding or expulsion. These young people will need a lot of support since they are likely to find difficulty in attending the more structured programmes regulary.

The Programme

Each part of the programme is described in more detail elsewhere but here is a broad description of the salient features. All young people have a Key worker who supports them individually throughout the programme.

Sometimes the key workers might be the education workers, but in the main the workers will be the outreach workers who will be running a series of support groups with activities and working with youngsters individually. This involves at least two contact sessions a week for the first year and one a week for the second year. Some of this work may be done on an outreach basis, particulary with youngsters starting out on the project, for whom an assesment will be carried out. Outreach work will also be aimed at those youngsters who find it difficult to attend regulary other parts of the programme whithout support and who need a period to form relationships with workers in the project.

Centre-based Programmes

For school age youngsters over 15 at risk of custody and care, whose school attendace has broken down, the Fitzgerald Project offers a five day a week educational programme for about 8 youngsters. This includes basic literacy and numeracy, work experience or community service and workshop and skills training such as electronics or office skills.
For Youngsters aged 16-18 fulfilling the selection criteria, we can offer a Work Introduction Course lasting 3-6 months for about 12 youngsters, for which they will be paid a training allowance of £25 a week. This includes an introduction and assessment period, in which the trainees are involved in a skills-training programme involving eight skills. They will then concentrate on a programme involving four skills, with literacy and numeracy, life and social skills. Other components such as community services or F.E. college courses will be added where appropriate, and a work experience programme will be mounted of varying length.

After Leaving the care of the project the young people will be supported into employment, another YOP (or Youth Training Scheme), a college course or an appropriate niche in adult life. The key workers and outreach workers will be keeping in contact to support the youngsters into those areas.

Accomodation Project

The exact shape of this is not finalised because negotiations are still under way regarding staffing the project. However it is now clear that the house will cater for a small section of homeless youngsters in-

volved in the rest of the Fitzgerald programme. A house has been provided with self-catering facilities which will cater for between 3 and 8 youngsters over 16 depending on the staffing level. Youngsters will stay up to a year with the emphasis on developing the maturity and skills for independent living. Quadrant Housing Association will also be providing a second house divided into bedsitters with sperate facilities. The intention is for young people to move into this second house and eventually into completely independent accomodation with the support of the project.

Referral Process

The initial decision for young people to join the project is voluntary, given the constraints on school attendance,impending court reports and so on, and not dependent on a I.T. order. It is likely that young people, particulary the young men, have an impending appearance in court, for which a social enquiry is being prepared. We like at least two week's notice of this in order to prepare a preliminary assessment for court, including details of the programme. Obviously the initial commitment and attendance by the young person might wane, and the project would respond with immediate contact with the youngster through the key workers, but also through others already involved, such as the outreach workers. Referrals will be discussed with other agencies involved such as the Education Welfare Service; and referrals, particulary problematic ones, and the overall pattern of referrals will be discussed with the I.T.Referral Panel also.

Funding and Staffing

The initial grant from the DHSS is for three years and the expectation is that Lewisham Social Services will fund that thereafter. There is a staff team of eleven, including the Director, Senior Worker, two Education Workers, two Workshop Workers, three Outreach Workers, one Residential Worker, a Project Secretary, cleaners and sessional staff.

The ILEA are grant aiding the education workers and the MSC are funding the workshop workers, but all staff are employed by the Rainer Foundation, with similar conditions of service.

Although the project is now running over a year, we visited the project in june 1983.
To our regret we don't have an evaluation report at the moment.
People interested in the results of this project so far might contact the Lewisham Social Services department, London.

The Reading-example: the quality of life for the deaf.

Of course a visit of some days is no alternative for a scieentific-research study that mostly takes a year of hard work. From our visits as "educational travellers" we got no more than impressions. But no less either! Valuable impressions about what is really going on. We saw things you never see through the pages of a 150 page report. We heard remarks, statements and understatements, that would never appear in official reports.

In Reading for example.
A town of about 80.000 inhabitants, some 40 miles West of London. Nothing very special in the U.K., but I happened to know Mr. Alfred Boom, senior lecturer of Bulmershe college, who drew my attention to the "action research programme into hearing inpairment". In the first interim report for the manpower services commission that gave the research grant, Paul Green, principal fieldwork superviser introduced the project as follows:

"This Project is concerned with the incidence of hearing impairment, including tinnitus, in Reading and district, and the effect of such impairments on the quality of life enjoyed by affected people.

The Project team is based at Bulmersche Resource Centre for the Handicapped, Woodley Reading, under the directorship of Mr.Alfred Boom and is actively investigating the social, economic and educational effects of hearing impairment on people identified in the survey.

The Project was brought about by Mr.Boom in consultation with Dr.K.Murphy of the Audiology Department of the Royal Berkshire Hospital, Reading, Dr. Harold Silver, Principal of Bulmershe College of Higher Education,and the Royal National Institute for the Deaf.

Recruitment was carried out through Reading and district JobCentre and through the local office of the Professional and Executive Register. A team of 11 was assembled, two of whom are disabled. The nature of the proposed work attracted a great number of post-graduate applicants as well as several with extensive industrial and commercial experience (Appendix 1).

Following an initial household survey, questionnaires drawn up jointly with the co-operation of the hearing impaired people and their organisations will be completed by the affected people. The replies will be analysed and the results and any recommendations reached communicated to local and national agencies."

Neat, academic language. Quite informative. But what Paul Green did not write was -in our opinion- as important as this information. The atmosphere in which the work was done.
"headquarters" of Paul Green consisted of some barely furnished rooms over a fish and ships shop. In Holland we wouldn't think of calling this an office, but it was. We were just there -on Friday afternoon-, when the field workers were collecting their weekly wages. At first I thought the twenty or so young people were a real band of Chelsea-punkers. That's what most of them looked like. But they turned out to be real enthusiastic field workers, talking about nothing else than gathering information about the life of the deaf. Some had actually studied social sciences. Psychology, Education, Sociology, but were unable -like so many- to find any work. But many others had a totally different background. They were trained for all kinds of jobs, that had nothing to do with social research. Mechanics, shop-assistants, metal or wood workers, secretaries, everything. A considerable group of these young people had not finished their training at all but dropped out before qualification, because there was not any work for them after school. "And they are as good,after some training!" said Paul Green. "They feel they are doing something that makes sense, and therefore they are really trying to do a good job". Paul Green described the research-proces in his report as follows:

"Members of the research team were allocated assignments in line with their interests and allowed to make contact with individuals or groups with a view to discussing needs and aspirations at a later date. Several workers who identified readily with groups from tinnitus, found difficulties of conscience when it came to reporting back to the Project Team. These problems were resolved as the participating workers realised fully their respective roles as agents of change, as catalysts, as facilitators of socio-political improvements for the hearing impaired groups. The members of some organisations for the hearing impaired were open and interested in the work of the Project right from the

beginning, others were suspicious and close in their attitudes. Gradually, however, as hearing impaired people came into contact with Project members more often, and experienced help and advice at their hands, attitudes changed and the research workers have been admitted to membership of the Club for the Deaf, the local branch of the British Association of the Hard of Hearing, the Hard of Hearing Christian Fellowship, the Link Centre, Age Concern, the Tinnitus Group, and have participated in Breakthrough Trust activities.

Research workers have become involved with: the Sympathetic Hearing Scheme, visiting premises and arranging training programmes for firms' staff where invited to do so; with British Telecom regarding couplers in public telephone boxes and specific items in hearing impaired people's homes; with the local trades unions especially regarding industrial noise and induced deafness; with the Butts Shopping Centre, the Hexagon in Reading and the Theatre Royal Windsor, regarding loop induction systems.

Escort services, especially for non-English speaking Asians attending the Audiology and Hearing Aid Clinics at the Royal Berkshire Hospital, and home visiting to help elderly people with their aids, have become a regular feature of each worker's activities.

One member of the team, himself physically handicapped with cerebral palsy, is carrying out comparison trials of keyboard skills using standard QWERTY and Maltron formats. He has also tested out Cardkey Security Systems of behalf of handicapped people."

One feels, behind these sentences, the growing social involvement of young unemployed people! Nobody expected this from the start, because it was meant to be a project on the deaf.
And valuable information about every-day life of deaf people was gathered indeed. Paul Green writes in his conclusions:

The overriding impression gained from the Project so far (July, 1982) is of a fragmented and rather haphazard service being provided for hard of hearing people. Initially many people with incipient deafness are apathetic about their developing handicap and complacent about treatment. Too many GP's, who should know better, are equally

compacent, especially with the elderly hearing impaired. Every researcher has brought back stories from patients who have been told "What can you expect at your age?", or "It's part of the proces of getting old; there's nothing I can do for you", or something similar. There are GP's who are very reluctant to refer people with hearing problems to the Ear Nose and Throat Department of the Royal Berkshire Hospital. A number of patients reported repeated syringing of their ears with no beneficial results; one has suffered this treatment once a month for two years!

Appointments to see an Ear Nose and Throat Specialist have been taking 12 months or more but with the completion of the building work at the Royal Berkshire Hospital, their waiting period should reduce. The Audiology Department is most co-operative with patients, and the staff are very concerned about patients being issued with their first hearing aid but the lack of provision of hearing theraposts hinders this part of their service.

The number of hearing aids not in active use is also a matter for concern. Many older people cannot easily change the batteries or adjust the volume or change mode and so give up using the aid. The provision of battery and advice depots in day centres, sugeries and other places around Reading will enable hearing aid users to have access more readily to help.

Associates in the helping professions do not always appeciate the necessity for exposing hearing impaired babies to speech from birth, especially those born "at risk". Instances have been reported of infants waiting 18 months or more for a hearing aid and over 2 years for any speech improvement help.

The limited opportunities for severely impaired young people to enter further and higher educational institutions has been a frequently noted comment, as has the lack of ready facilities for the hearing impaired to re-train or increase their educational skills in mid-career. The Oxford Diocesan Council for the Deaf, as agents for the Social Services Department do not receive sufficient advance notice of deaf or partially hearing children who are leaving school.

People severely deafened after leaving school sometimes receive no

help or advice. This is linked with a general lack of kwowledge in the community about environment aids and facilities which enhance the life style of hard of hearing people.

These problems are being explored with a number of agencies.

Implications

In a discussion with Alfred Boom from Bulmershe college, who designed the project and now acts as intermediary-agent between the authorities which gave the money and the field workers, we talked about the implications of the project so far.

Implications regarding the provisions for the deaf

It is quite clear that sitting behind a desk, waiting for hearing impaired people to come to your office or hospital is not enough. Many people do not know the way, others have "fear for the threshold" and quite a few think that it is no use looking for help because for them they think nothing can be done.
Although this project was only meant to get information, the young field workers have been actually involved in improving the quality of life of hearing impaired and deaf people in a number of ways.
This kind of "on the road" help should be institutionalised and linked to the already available help in clinics, health-offices and hospitals.

Implications for teacher training for special educations

As part of the curriculum of every student, should be to become familiar with the life of adult handicapped people or people with special needs, preferably, by actively taking part in work for, and with handicapped adult people.
As a result of these experiences, the students, after qualifying as teachers might be able to prepare their children better for an active life.

Imlications for young unemployed people with special needs

From this Reading project we learned that young people with all kinds of training, and indeed without any training at all can do field research in favour of the disabled. What is more, they loved to do it and carried out their work with great commitment. This draws our attention to a very important point: in providing services for young

unemployed people with special needs we should look for action for them, rather than yet another way of "consuming" what we arranged for them. The "Y.M.C.A.-way" of taking care for Young people is one way, recreation, sports, outward bound activities etc. but providing a real meaningful task, as we have seen in this Reading project, is another way of giving new horizons to young people.

Young people with special needs are not only having needs, but also offering their energy and commitment to society.

Let's use it.

The adolescents-Group at Triest, Italy

In the perspective of avoiding the problems arising from institutionalization itself, local agencies at Triest, as in many other parts of Italy, were looking for alternative solutions for people with different special needs (abandoned children and youth, problem children and youth, adults who were leaving the already closing mental hospital). For this purpose, in the seventies, as an alternative solution was chosen that of organizing apartment-groups, in a family style of life, for these persons. Here we will examine, according to the context of our work, the apartment-group of adolescents

The apartment for adolescents has been obtained from the former apartment of the caretaker, inside the building where, at one time long ago, there was an old style special institution for the "young psychic handicapped". Is is necessary to say immediately that this choice has not been a particulary happy one. In fact, on one hand the name itself of the former special institution - Palutan - still provokes feelings of suspicion and pity in the people of the town, and therefore runs the risk of producing a sense of shame in the adolescents living there; on the other hand it is situated rather far from the centre of the town, which certainly does not help integration. But the economic side of the project was a determinant, as the apartment already belonged to the local agency (Provincia), and we also hope that, as time goes by, even old people, who still remember the old special institutions, will adjust their opinion to the present situation.

In the apartment there is room for a maximum of seven adolescents. The staff is of seven educational assistants, plus a psychologist. They are employed by a local agency (Provincia). No hierachy exists in the group, all the members are at the same level and decisions always up to the whole group. During the day two educational tutors are always on duty (36 hours each on a shift system), during the night one. Every adolescent has "his" or "her" educational assistant, by mutual choice, as far as possible, choice that has to be approved by the group. Both can ask to change the partner, if they are not satisfied with the relationship they have with the partner, but the decision is up to the group.

The psychologist does not live in the apartment, but has a supervising and counselling task that is discharged through constant participation in the staff-meetings, individual talks with the staff-members and, of course, with adolescents.

Adolescents are admitted to this apartment-group who, for different reasons, cannot live with their families. The idea is that this adolescent-group should be a temporary accomodation for particulary bad situations, and then, according to the age of the adolescent himself and the peculiar characteristics of the situation itself, either a better setting in his own family -or in a new family- or a self-government-solution has to be founf. Unfortunately it is very difficult to obtain an adoption for adolescents and, also in case of success, it takes an unbelievably long time in Italy. It is even more difficult to find families ready to adopt a problem-adolescent (ofcourse this is much easier with little children, also when they have severe organic problems). The aim in all cases is to help the adolescent to organize an independent adult life.

This idea does not always work out in practice and for some adolescents the apartment-group becomes their real home and family.

To carry out these aims the staff of the apartment group has continuous contact with:

- other supportive agencies
- every type of school
- social and training centres
- leisure centres and agencies
- employers
- cooperative organizations - in the case of this study, the Provincie has arranged that adolescents can find work immediately.

As I have already said, life in the apartment has a family style: there are household duties to do, shopping, cooking, etc. etc. and everybody - staff and adolescents - are jointly engaged. Every adolescent has his own individual duties, such as school, work outside the apartment, etc.etc.

As the staff is not qualified to undertake direct therapeutic tasks, when it is deemed necessary, individual therapy is provided locally.

At the moment a psychotic girl in the group is following a psychoanalytic based therapy with a private psychologist and clearly she is making progress: she can attend school productively (normal school, of course) and live fairly normally amidst others in the apartment. The whole staff has monthly meetings with this psychologist who also, from time to time, goes for social dinners in the apartment itself.

The whole staff has a general meeting every week (on Tuesday morning), a meeting coordinated by their agency's psychologist. If they consider it necessary, of course, they can have as many general meetings as they want (those generally take place in the evening) and the contacts between themselves are continuous. The meetings are always in the apartment itself.

I think it is very important to analyse the organization and the opinions of the staff, as this is fundamental to realize the aims of this project.

The group of educational assistants thinks that, according to the characteristics of their charges, their tasks are rather complicated.

In fact adolescents, more or less, all need mainly:
- valid models
- family support
- to rebel to some extent
- the possibility of reaching an independent existence outside the family circle
- a steady yet flexible structure which will give them confidence.

So the educational assistants, kwowing very well that adolescents look on them as possible models, are aware also of the fact that they must:
- avoid absolutely either feeling themselves, or being seen an father, or mother by their boys and girls, however much they care for their particular adolescent
- provide, acoording to the different family's situations of the adolescents, a particularly warm family-climate
- tolerate and at the same time keep within reasonable limits those normal rebellious tendencies in Young people longing for their own independence
- build for and with them real possibilities of standing on their own feet and moving towards an independent adult life

- provide a steady and yet flexible enough structure to give them the safety and confidence they need, so that they can find in it a sure point of reference.

For this purpose the educational assistants consider it essential to have a common educational policy, yet maintain freely, in dealing with the adolescents, the characteristics of their individual personality. As there are no hierachical levels inside the staff it is clear immediatly for the adolescents that the decision of one educational assistant is that of all of them, a decision of the group. So it is clearly useless for any boy or girl to try to "play" off one individual personality against another. This is a great surprise for adolescents, particularly for those who previously were living in disrupted families and also for those who experiences of old style institutions, where they couls easily play this game - at which they are very expert - especially with people in the lower grades of employee, and therefore with little power. As I have already said in the apartment group everybody on the staff has to do everything: washing dishes or stairs, and, moreover, there are no "female" or "male" duties: everybody does strictly everything that is necessary to do. This kind of organization gives to the adolescents the possibility of finding that fixed point of reference they need, to build their personal strategies both to orient themselves internally and towards the world outside - that is, their identity and their future.

This constancy of behaviour allows them also to offer the kind of discipline the adolescents themselves are asking for. So, after many years of work in the group, these educational assistants find practical evidence of what some psycho-pedagogical theories and research have suggested: that discipline, when it is connected with and based on the reality of the "social contract", is a basic structure for everybody and especially for people who are still growing up; moreover, that when adults do not insist on having it respected, adolescents have the feeling that adults simply do not care for them. And this feeling of being abandoned, misled, deceived, may produce the worst results.

In fact, to maintain this common educational policy is not an easy thing and the staff-members have always many personal problems to discuss in their weekly meetings; it is then up to the psychologist who, not being involved in the every day life of the apartment can

remain more free, to help them in understanding their own group-dynamics. New crises are possible every time that an educational assistant leaves and a new one arrives, but up to now the organization has succeded in maintaining firmly the basic characteristics of this project.

Implications for teacher training for special education

During their education, teachers should become familiar not only with educational provisions, but also with projects like this Italian adolescent group.
Here the young people are prepared for life. For citizenship as we called it. Not only for the next school or for a job, like in most schools.
Young teachers should realise that there is life after school for everybody. An idea would be, that every student from a teacher training course for special education should spend a practice period on such a project.

Implications for young people with special needs.

This Triest experiment seems to us a very important initiative for this particular group of young people. It is certainly worth trying to organise these projects in other places as well, since there certainly is a need for these projects. Not only in Triest and not only in Italy.

High scope Europe, Nordkirchen West-Germany

"I am 16 years old and attending a grammarschool in Cologne, Bundesrepublik, West-Germany. My achievement at school are very good. Too good may be. My hobby is rockettechnology. My first years at the elementary school were very boring for me. I did all the tasks in only a fraction of the time my fellow pupils needed for it. Since the teacher didn't give any alternative tasks, the school became a very uninteresting place for me. Because they really didn't demand something from me there, I became a "disruptive" boy. Somehow I had to kill the time there. After some years the headteacher suggested my parents to have me transferred to a special school for disruptive children because to them I really was disturbed, "schwer erziehbar" as they call it in Germany.

Luckily my parents didn't respond to these suggestions and struggled on with me and the school till I was 14 and did my admission test for further education. The result was that high that, to the surprise of all my teachers, I could go to the Grammerschool. But also there the teachers were not amused by my classroombehaviour.

Then my parents read an article in the paper about the EREW-institute for educational counseling in Vierssen.

Every year the director of this institute, Prof.K.J.Kluge, organises summercamps in Nordkirchen for gifted children from 14 to 18 years old. It is a joint venture, together with Cologne university and the Rheinland institute for gifted children. There in Nordkirchen, in the "Watercastle" I attended three summercamps till now and I think my personality has changed for the better as a result of these experiences. I have become more social towards others and I kwow more of my strenghts and weaknesses as a person. They don't call me "difficult" any more. I myself feel they know what I need over there."

Guidelines for "High-scope Europe"

- Active learning

  Learning by doing. Experience through action, problem solving and creation forms the basis for an active and creative personality.

- Planning and trying out

  To learn from doing it is necessary to plan your activities, to try them out and to reflect on them.

- Problem solving in a group

In order to learn to work together the members of Highscope Europe are constantly working in project groups who try to solve concrete tasks together. In this way we learn to be an active groupmember who takes the responsibility for a part of the whole task individually and for the task as a whole as groupmember. We thus learn to support and stimulate each other.

- The Program

Everyday we get 1½ hour instruction from tutors, qualified in a certain area. The instruction ends with a group task for the rest of the day in our club. In this club we try to solve the task we got with the skills we learned. As project we did bridgeconstruction and roadbuilding, gardening, repairing and renewing technical tools, decorating and painting rooms etc. All very practical. Before dinner, from 4 to half past 6, a sportsprogram is offered.
After dinner is recreation time. Everybody can do what he likes but there is also opportunity for folkdancing, music making and drama as well as computer technology. Towards the end of the 4 week period, we are making a walking trip through the country around Nord Kirchen in small groups of 12 young people with two groupleaders.

- Training of groupleaders

The groupleaders, mostly educational students from Cologne University have had several trainingweekends throughout the year. They come to Nordkirchen a week before the summercamp begins to receive further training. Main objectives of the training are:

- leading workshops and clubs;
- leading educational projects;
- planning evening programms;
- learning to live close together with 4 to 6 young people of 14 to 18 years old;
- stimulating a good admosphere and good relations between young people.

- Rules

No drugs, smoking or alcohol is allowed in the summercamp for young people and staff, since the use of these tends to isolate people instead of bringing them together.

Imlications for young unemployed people with special needs

Although gifted children are not generally regarded as having special needs Highscope Europe accepts the fact that these children do have special needs indeed.
Through the four weeks summercamp program High scope Europe tries to meet these needs. Especially the need for identity-formation and the need of developing a socially oriented personality.
Without such programs even these "special" gifted children face an inactive unemployed life because, in spite of all their talents, many of them have developed behavioral difficulties over the years. These personality disturbances, caused by formal education which is not taking their special needs into account, may prevent these young people from leading an active life after school.

The "Sociaal Pedagogische Bureau" at Amsterdam

In November 1983, after a seminar in Hilversum, the core group visited the "sociaal pedagogische bureau" in Amsterdam. This bureau forms a part of the Amsterdam public health service and has a long history. Already before the second world war, during the great depression, it became clear that a number of ex-pupils of special schools, mainly schools for slow learners, did not do too well in society after school. Teachers in special schools were encouraged to keep an eye on their former pupils, and many did. But as special education in Holland increased the teachers were too busy to care for their former pupils. Amsterdam was the first Dutch city that appointed an "after-care" official for ex-pupils from special schools. This man became well known all over the city because he was constantly walking, and cycling around to visit these young people, at home and in their working places. After the war, in 1946, there was such a need for more officials in this field that several others were appointed. They adopted the same approach as the pioneer from the thirties, Mr.Tonnema, and were constantly looking after their pupils.
In the mid-sixties this working method was severely critisised by a new generation of social workers. When they took over, they worked in a client

centered approach. This meant that they were expecting from the young people a clear sign, that they needed advice. They did not want to interfere in their lives without being asked to. Since then the "after-care" was changed in the bureau voor"sociaal pedagogische zorg",in English"social-pedagogical care". Although the bureau has increased its number of officials over the years and has now 10 full-time social workers, special education in Amsterdam has grown faster.
Nearly 8% of the Amsterdam children and young people from 4 to 18 are now in special schools, which means about 1000 children. 200 Of these children are leaving the special school every year. This means ofcourse that the case load of the social workers of the bureau is far too heavy. Even if the officials of the bureau would not be in favour of the client centered approach they would have no choice with hundreds of ex-pupils of special schools as a case load each. In principle every ex-pupil of an Amsterdam special school may call for any kind of help at the bureau. In fact there are few people over the age of 30, who call for help. They are probably seeking help - if needed - elsewhere, mostly at a regional institute for mental health, the so called RIAGG's in Dutch. The young people under 30 who are asking help and advice at the "social pedagogigal bureau" have mainly two problem areas:
- their relations with other people;
- problems in their working place.
Relations with other people are troubling many ex-pupils of special schools. Relations with members of their family, neighbours and fellow members of sport unions etc.
The very fact that they attended a special school is one of the main reasons for these relational problems. As a result of this they often have developed an "inferiority complex", the feeling of "I am worth less than the others because they sent me away from school once". They try to hide these feelings by overcompensation. An aggressive or provoking attitude towards others, which tends to isolate them.
The social workers of the bureau are seeing it as their first task to teach them to accept their "special" past. This is done by individual talks, very time consuming but with good results. If inferiority feelings or other personality problems have led to heavier disturbances in the young people's character, the aim of the bureau's social

worker is to give the client the insight, that she or he needs more, and more professional help in the form of individual or group therapy at a RIAGG, an extramural institute for mental health. This referral procedure also takes a lot of time since the client has to accept the fact that his problems are not only caused by society, by the others but also by himself and that he is in need of professional help.

As for the second problem area with which the bureau is confronted, the world of work, we refer to that in the section about the Atland school in Amsterdam.

Implications for teacher training

If a bureau like the Amsterdam one exists, that is taking care of ex-pupils of special schools, or young people with special needs, teachers should be very careful in transferring the information about their pupils to such a bureau.
From experience in Amsterdam the best way to do this seems to be to bring the schoolleavers and the bureau's social workers together. Then they get to know each other. For the pupil the bureau is in that case more than an address and a telephone number and for the social worker the pupil is -before he or she leaves school-, already more than just another name added to the case load.
Teacher training for special education should prepare their teachers for these transferral-procedures.

Implications for young unemployed people with special needs

These young people should be able to call for help. Often they don't know that a bureau like this exists or even if they do, they find the threshold of such an institution far too high.
Exercise in calling at official institutions during their schooltime could help them to find the right place if they need it.

Implications for teacher training regarding the preparation for an active life

Teachers for young people with special needs should be well aware, that it is not enough to teach their pupils academic achievements.

Young people with special needs should be carefully accompanied into adulthood by their teachers. The field-studies described in this chapter all made it dear, that these young people need counseling and advice before being able to stand on their own. The authors of this report share the basic philosophy that an active life, in which a child can explore its evironment as well as its own possibilities, is better than a passive one as a consumer of T.V.programma, video's and fast food.
We therefore believe that guidance on the way to an active adult life should form an important part of the curriculum of teacher training courses for special education.
The contents of this part of the teacher training curriculum have yet to be developped.

Section 3 THE WORLD OF WORK Legislation

3.1. Existing Settlements in regard to employment for handicapped persons in the E.E.C-countries, including young unemployed people with special needs.

Introduction

Our welfare-societies within the EEC, specially in Western Europe, are offering all kinds of services for their citizins, including young unemployed people with special needs. However in times of an economic depression like ours governments tend to economize on their welfare services as much as possible. The governments of the United Kingdom and the Netherlands have followed this policy very clearly over the past couple of years. As much as possible.
If welfare services such as employment regulations for young people with special needs are in the law, it is much more difficult for a local or national government to reduce their services in this field. If they do they can be taken to court if they are acting against the law. Therefore we made a study of the existing setlements in this field in the several EEC Countries.

Belgium

The Fonds National de Reclassement Social des Handicapés (National Fund for the Social Rehabilitation of Handicapped Persons) in Belgium is a public institution, which deals specifically with the rehabilitation of disabled persons. The FNRSH is responsible for the employment of disabled persons whose employment apportunities are reduced as a result of a deficiency of reduction of at least 30% in their psysical capacity and at least 20% in their mental capacity.

Activities of the FNRSH in connection with the resetlement process:
- Assistance granted to employers towards wages and social charges and the cost of adapting work places.
- Assistance granted to handicapped persons towards the cost of tools and the granting or guaranteeing of loans.
- Assistance towards the cost of wages and social charges borne by sheltered workshops and subsidies towards the maintenance, establishment, expansion and development of such workshops.

During 1974, 1314 handicapped persons were placed in employment through the FNRSH, while at the end of 1974 a total of 2164 handicapped persons were registered as seeking employment by the various departments of the FNRSH,

Denmark

The Social Assistance Act, which lays down the obligations of the community and citizens to handicapped persons as well as rules for its implementation, provides for various forms of assistance in Denmark. One of them is:

- All the handicapped persons will be given treatment-instruction, training and employment as well as special care and assistance by the daycare and residential institutions of the State or State-recognized institutions, such as child and youth guidance centres, vocational rehabilitation-centres and sheltered workshops.

Some types of education or occupation of handicapped persons in Denmark, mentioned in the Statistical study are:

- Full-time adult education.
- Recreation-centres.
- Employment in workshops, agriculture, gardening.

In 1961-1962 a survey has taken place, which produces the following figures:

- More than 70.000 physically handicapped persons in Denmark do not have an occupation.
- At least 58.000 of these persons are physically capable of working.
- At least 62.000 physically handicapped persons are in gainful employment.

Federal Republic of Germany

In 1974 The Severely Disabled Persons Act has provided for the special rights of severely handicapped persons as regard to work, security of employment and employers' obligation. One of these obligations is:

- Private and public employers who employ at least 16 persons have the obligation to employ a minimum proportion of 6% of severely handicapped persons.

In the field of vocational rehabilitation there are four types of in-

stitutions in the Federal Republic of Germany; two of them are also important for young handicapped persons:

- Vocational advancement with a view to the initial training of handicapped young people.
- Sheltered workshops intended to provide employment for those who, because of the severity of their handicap, cannot be employed under the open labour market.

The total number of cases settled by the Labour Office in 1975 but not placed in employment -15-64 age group- was 66.898.

France

In France the Degree of 1955 laid down the conditions governing the Compulsory employment (10%) of disabled persons by private firm to certain categories of disabled workers. A decree of 1970 provides for financial assistance to firms which organize jobs for disabled workers with a view to encouraging their employment in normal indutrial conditions.

- Sheltered workshops, wchich are often set up on the initiative of disabled persons associations, are also provided for by law. These sheltered workshops are intended for handicapped persons who cannot be placed in a normal working environment, provided their working capacity is at least equal to a certain percentage of the normal capacity laid down by decree.
- Home-work distribution centres can provide handicapped workers with manual or intellectual work to be done at home.
- Aid through work-centres shall make available to handicapped adolescents who cannot work either in a ordinary firm or in a sheltered workshop or for a home-work distribution centre, or carry on their trade unaided opportunities for various types of activity of an occupational nature, medico-social an educational support and an environment conducive to their development and social integration.

Statistics of numbers of handicapped persons who do not have an occupation have not been mentioned in the study.

Ireland

Assistance to disabled persons laid down in several Acts provides for:

- The training of disabled persons with a view to employment suitable to their state of health.
- Arrangements to be made with employers to place disbled persons in suitable employment.
- The Health Boards run services for the training of handicapped persons with a view to employment. To this end, they may run institutions, work-shops, farms, gardens and other facilities.

The training of the disabled has been organizedto a large extent by private voluntary organizations on their own initiative. Throughout the country there are several sheltered work-shops for the various types of handicapped persons. There also are several centres with industrial therapy for mentally-ill and psychiatric patiënts.

Services provided by the National Rehabilitation Board
- The organization of a placement service for disabled persons.
- Arrangements with other organizations for the training of disabled persons.
- The training of disabled persons for employment appropriate to their state of health.

In Ireland in 1971 almost 50% of the population of handicapped persons in the age-group 14-24 was not in productive employment from which 1,23% was benefiting from education in special schools and classes.

Italy

In Italy, an Act of 1971 provides for various types of assistance for all categories of persons with physical, sensory and mental handicaps and also provides for measures and vocational training courses to assist disabled persons regardless of the nature of their disability, and for the setting up of sheltered workshops for special categories of disabled persons.
This Act provides also for the total integration, at every level of persons with congenital or acquired handicaps, into schools and social communities and contains provisions for improved social life.
Another Act deals with the general regulations governing the compulsory employment of disabled persons by public authorities and private firms. This Act governs the compulsory employment of all categories of disabled persons. It lays down the proportions in which jobs are to be reserved for each category of handicap.

A number of institutions are engaged in the vocational training and rehabilitation of handicapped persons in Italy.
Three regional centres are in operation under an EEC-project:
- one research centre, situated in Rome, for the integration of handicapped persons;
- a vocational training centre, run by the Bologna Committee, for the training of young workers;
- the Don Calabria vocational centre in Verona.

Statistics about unemployment in Italy are not mentioned in the report.

Luxembourg

In addition to the legislation on social security in Luxembourg, an Act set up the Office for the Employment and Vocational Retraining of handicapped workers. There are several sheltered workshops, while plans for expansion have been made.
In addition to these workshops, a day establishment has been set up, which takes adolescents of both sexes who have completed their compulsory schooling. In this institute they receive further education, medico-functional retraining and initial vocational training.

The task of the Office for the Employment and Vocational Retraining of Handicapped Workers is to take decisions regarding the designation of handicapped workers, whose working capacity is reduced by at least 30%, to place such workers in employment and, if necessary, to provide them with vocational training.

Public establishments and, in the private sector, firms which regularly employ at least 50 workers, must reserve at least 2% of the total number of jobs on their payroll for handicapped workers.

Statistics about unemployment of handicapped persons in Luxembourg are not mentioned in the report.

The Netherlands

Some points from the legislation applicable in the Netherlands to various sectors of activity and disabled persons are given below.
- Local public authorities will be responsible for creating and main-

taining suitable employment for all handicapped persons who need it. A person may qualify for sheltered assistance under this Act if he or she is able to do productive work, but cannot be placed in open employment for personal reasons. The sheltered workshops represent various branches of industry metalwork, woodwork, plastics, furniture, textiles, buildings, etc.

- Any firm (public as well as private) with more than 20 employees must employ at least one handicapped person if its total staff does not exceed 50, and at least one more handicapped person for each additional 50 employees.
- Handicapped persons, whose aptitudes have been tested to see if they can work in sheltered workshops and who cannot, or at least not for the moment, can be employed in day social centres for handicapped persons. They can learn in these centres to acquire a certain degree of social independence.

In 1974, 3132 handicapped persons in the age group 15-64, have been placed directly into the economic system.

United Kingdom

- The aim of the Disabled Persons (Employment) Acts is to help all those who wish to earn their living by working but who are unable, as a result of a disability, to find or keep a suitable job.
- It is the job of Disablement Resettlement Officers to advise and guide disabled persons in respect of the occupations which seem best suited to their aptitudes, and to establish the necessary contacts with employers.

  The Department of Employment and its industrial rehabilitation units organize courses for handicapped persons in need of physical or mental conditioning and guidance on the type of employment most suited to them, regardless of the origin of their disability.

The main objectives of Industrial Rehabilitations Units are:

a. to bring a person to the level where he can work or be trained, taking account of his personal and social adjustment and his aptitudes;
b. to assess his potential and capabilities in depth and to provide him with vocational guidance.

There are several kinds of sheltered workshops in Great Britain for several kinds of handicapps. Arrangements are also made to set up one or more public non-profit-distributing companies with a view to providing sheltered employment for severly disabled persons.

In January 1976, 76937 disabled persons were unemployed in Great Britain.

Employment for handicapped persons and possible alternatives for young handicapped people to come to an active adult life.

From the preceeding section it already appears that a great number of handicapped persons have problems in finding employment or cannot get employment at all. The Economic and Social Committée comments: "Most of the members of the E.E.C. have introduced a quota-aarangement to advance the engaging of handicapped persons, such an arrangement however seems to be generally accepted only in the Federal Republic of Germany. Perhaps financial incentives should be offered to employers who accept handicapped workers". According to the Provinciale Revalidatie Zuid-Holland (PRZ), in recent years there has been an increasing number of unemployed. Handicapped persons, elder people and people with lower education are more likely to be permanently beyond the employment-process.

The PRZ however thinks employment is a means to come to self-expression, social integration and physical and mental health. The value of employment, according to the PRZ, can lie in several factors:

- the need of active concern in social life;
- the possibility of getting contacts, which an employmentcommunity affords;
- the possibility of self-realization in employment;
- the need of structure in the pattern of living.

The ECS believe that for a severely handicapped person, unemployment is tragic, because he has much less possibilities to give sense and content to his life than his fellows.

"A severely handicapped, being without employment, can become a prisoner of his own house, forced to pass his days in front of the television-set", so says the Committee. They plead for a number of special measures with regard to vocational rehabilitation and setting to work

of disabled persons, among which:

- an improved vocational training for handicapped people;
- financing of model projects on behalf of sheltered workshops.

The Committee pleads for free education, without age-limit, also after the age of 18. Before the handicapped pupils leave school, in co-operation with these pupils, a plan for the future has to be drawn up and the transition to an, if possible, independent place in society has to be attempted. This recommendation also has been made in the Warnock Report, mentioned in the Introduction Papers of The Conference of 1981 in Noordwijkerhout. Other recommendations in the Warnock Report for improvement about the period of transition from school to adult life are:

- improved, more varied and more flexible educational opportunities post-16 in schools, further education colleges and higher education institutions, improved post-school educational opportunities for the more severely and physically handicapped, improved professional training, etc.

In the Warnock Report also aims of education have been defined. One of them:
"A long-term goal of education is to enable a child to enter the world after formal education as an active participant in society and a responsible contributor to it, capable of achieving as much independence as possible".

However it is strongly felt by our ATEE core group that such fine statements keep hanging in the air when there are no legal obligations for private employers as well as local and national authorities to provide work for young people with special needs. In our view much has to be done in this respect in the field of legislation. Most of the EEC countries know compulsory military service in order to keep the country independent, but from this chapter it becomes clear that very little is regulated to keep young people independent, independence from their parents and family and from the social services. We do hope that teachers trainers are going to act as a political pressure group, together with their students in order to give a legal basis to the education of young people with special needs for an active adult life.

3.2. Work-preparatory projects for schoolleavers with special needs in Holland. Description, evaluation and recommendations.

Although the educational policy of the Dutch government stresses the need for secondary special schools to concentrate on the bridgerole to regular schools, this is not the answer for every pupil of these schools. Due to lack of "schoolskills" in many of these young people they cannot be educated for regular schools within one or two years. Of course this also points to certain charasteristics of our regular schools. Most of them are certainly not prepared to receive young people with special needs.
The second role of the secondary special schools in the view of the government is that of workpreparation.
The special schools have carried out this task in the past 20 years by offering their pupils a carefully guided practice period in all kinds of real work-situations: shops, factories, etc.
Untill about 5 years ago most schoolleavers could find a job after such a practice period of 1 or 2 years. Many of them in the shop or factory where they spent their practice time.

For a number of schoolleavers this is no longer possible, due to the present economic situation.
There is mass-unemployment with a percentage of 12% of the working population unemployed. In certain areas of the country, specially in the North-East, the East and the South, the situation for young people is far worse, with sometimes 50% of all the schoolleavers of special education unemployed.
The scarce jobs that are available are only for the best. The bright, high qualified ambitious young people.
In spite of all the efforts of further special schools, labour-market agencies and other social-service institutions, the chances of young people with special needs, the schoolleavers of our special schools, to get a job are very low. Not only to get a paid job, but also to find a job as a volunteer. Even for these voluntary places there are far too many young people with good qualifiguations.

Sitting on the bench, watching video

Many people in the field of special education, head teachers, inspectors, governers and government-officials are worried about the future of these young people. Their lifes may be filled sleeping and eating too much and sitting on the bench watching video-tapes for days. Many of them -specially the boys- may also find them selves roaming the streets with little or no money, looking for legal or illegal ways to get money to be able to spend their time in "play-ins".

The projects, Haarlem and Rotterdam

As stated before, a number of schoolleavers from special schools cannot find a job after school. For this group of young people at risk, several projects are carried out at the moment. Two of these projects are described in this paper.
In the town of Haarlem two headteachers of schools for further special education took the initiative to develop a work-preparatory project. They formed a foundation with this goal, supported by the town government, the chamber of commerce and several bussiness-companies. This foundation called "workprojects for labour training" offers the young people three areas of activities. By these activities they are prepared for life after school -specially the labour market- while they are still pupils of the school. These activities are:

a. The work-community.

This work-community has its headquaters in an empty school. Here the young people, together with a work-master, are carrying out simple orders for the Haarlem industry. At the moment they are repairing pallets for fork-lifttrucks and they are making so called cavalettis for horse-jumping for a local riding school.
The chamber of commerce controlls that no work is done in competence with the Haarlem industry. They are also making their own "alternative" products there, like rabbit cages and hen houses.
In addition of this work they also go out with their mini-bus (presented by a local company) to undertake out-door work activities like cleaning a woodland.

b. Practical education

This is regarded as an extension of the schoolcurriculum. More attention is given to orientation on society.

c. Recreation

Optional courses are offered in for instance ball-room dancing, first aid, driving licence theory, typing, etc.
The main aim of these course is to offer these young people forms of active recreation. By this it is hoped that the behaviour-pattern of passive spare time spending can be changed.

The Rotterdam Project

In this case the initiative was taken by three institutes for social services for schoolleavers from special schools. They developped the "flower model". This meant that the first aim of this project was to coordinate all the services in existence that are responsible for the care, guidance, education and counseling of young people with special needs.
Sinse each of these institutes worked on their own, many young people fell into the gap between these institutes and were not looked after at all. The special department of the labour agency would think that the guidance centre of the town health service would do the job. They would wait for a sign from the special school. Institutes for short-time technical training would wait for the young people to come in etc.etc.

With this flower model the project tries to coordinate all these services in favour of the young people with special needs.

What actually happens is, that when a boy or girl is referred to the project, mostly by the school, she or he starts with an introduction course of several weeks. The young people get to know the options of the project, and the project coordinaters get to know them. By observations, discussions and visiting the families.

The individual action plan

At the end of this period an action plan is made for every girl or boy by a team of social-scientists. This action-plan is then carried out and regularly evaluated with a decision-model.
Three areas of activities are offered to the young people, in coöperation with other services and institutes:

A. Work-preparation and short-time technical training

In an institute for short-time technical training, a course of six month can be followed to increase technical skills.
In addition a practice place can be found by a special department of the local labour-agency.

B. Education

All kinds of institutes offer a range of practical-education situations. There is for-instance coöperation with the outward bound school and institutes for personality development and the development of social skills.
In the centre of the project, a so called base-group is organized, and a maid-group. In the base-group all kinds of social skills are trained to increase the independence of the girl or boy, and also to increase their chances on the working market. Therefore there is "aplying for a job" training.

The maid-group has the main aim of emancipating the girls. They discuss their lifes, but also just talk about their hobbies and interests.

C.Recreation

In the centre a lot of activities are offered, like several indoor sports, beat-ballet, crafts afternoon, making a paper, etc.
There is also a coffee-afternoon for everybody, just to drop in and have a chat.

Critical Evaluation

The advantage of the Haarlem project is that it has been set up and is carried out on a very small scale. About 30 young people are involved. Everybody in the project knows eachother. A quick phonecall is often enough to arrange something. In this way long meetings, a

real Dutch disease, are avoided.
For the young people there is a limited number of project-coordinators which gives them security. One could raise the question if the Haarlem project benefits enough from the other local services and institutions or does the same job again in some cases.
A second question mark could be if enough attention is given to life-education of these young people. By life-education is meant, activities to get hold on your own life, like learning how to apply for a job, or apply for a social-security allowance, but also to take part in meaningful activities like sportsclubs etc.

In Rotterdam a lot of effort has been given to use all the available institutes and services for the benefit of young adults with special needs. Of course this operation meant a lot of discussions and meetings which absorbed lots of time of everybody involved. The base-group and maid-group are valuable activities that can play an important role in the emancipation of these young people.

The results of both projects as preparatory activities for jobs, paid and voluntary, are until now not quite clear.
One could raise the question if the project coordinatoers in Haarlem and Rotterdam are realising themselves, that in the end, in spite of all the efforts, it will not be possible to find a job-paid or voluntary- for everybody. Specially for these young people, life-preparation is as important as job-preparation.
The Rotterdam institute of the maid-group for the girls is therefore very important.
Are there such activities for the boys as well, in case they find themselves out of work for a longer period of time?

Evaluating both projects so far, we think that the main advantage of the Haarlem-project is, that good and beneficial links are being established with the local industry, in favour of the schoolleavers.
The Rotterdam-project has improved the quality of the social-network in favour of one of the weakest groups of schoolleavers to a high degree.

Transition from school to work at the Atlantschool in Amsterdam

The Atlantschool in one of the Southern suburbs of Amsterdam is a school for further special education for slow learners. In the last 5 years 40% of the schoolpopulation consisted of pupils from migrant families from the mediteranean countries, mainly Turkey and Morroco and pupils from the former Dutch colony in South America, Surinam.
The program of the Atlantschool is not very different from other special schools of this type in the Netherlands. In the first two years of the four year program, reading, writing and arithmetic are still very important. The aim is to give the young people at least a reading and writing level equal to 3 years elementary school. This is not possible for every pupil, but it is for most. During the 3rd and 4th year the program is less aimed at academic achievement and more oriented on practical skills like bicycle repairing and household skills. At the beginning of the third year the pupils also take part in a more special aspect of the curriculum, the transition from school to work by means of a period of orientation in a shop, a workshop or a factory.
The pupil is attending the school for 2 days then goes to his "working place" for three days a week. The task of finding these working places is in the hands of one of the teachers, who has built up great experience in this field.
Originally this teacher worked in close cooperation with an official of the "bureau voor sociaal pedagogische zorg" (see 2.3.) of the health department. Over the years the task and working methods of this bureau have changed. Now the bureau mainly advises ex-pupils of special schools with problems in the field or personal and affective relations. The officials of this bureau lack sufficient knowledge of the Amsterdam labour market in the opinion of the teachers of the Atlant. Their caseload, and their role as personal counselors leave them little opportunity to walk - or cycle - around, as their predecessors did until the mid sixties. In matters of labour and working places, the bureau has, in the eyes of the teachers, become more or less an ivory tower.

Hans ter Braak, the teacher in charge of work orientation is moving around. It was difficult to make an appointment with him.
He feels that it is of utmost importance that someone, who organizes

And, last but not least, both projects have supplied meaningfull activities for the young people that took part in them.
We do hope that, thanks to these kinds of projects, this special group of young adults can face life after school, in a for them very difficult time.

this kind of work orientation, knows exactly what he is doing. He must know the pupil very well and he should be very familiar with the working place and the people, who run it. Only then this kind of curriculum has a chance to succeed.

We must distinquish the formal organisation of this type of work orientation from the informal. The formal part is a contract. The employer commits himself to offer the young boy or girl a place where orientation is really possible and to pay the minimum youth wage, defined by law. The "employee" promises to be at his working place for three days a week, eight hours a day. Such a contract offers numerous possibilities for problems. Sometimes the emploer regards his new employee as a cheap cleaner. All the boy sees is a broom, a bucket and the floor.
On the other hand many young people find it extraordinarily difficult to start at 8 o'clock in the morning and not at 8.30 and to do just as the boss says.
So in many cases there is an opportunity for a conflict situation. Then the informal organisation of the work-orientation comes into action.
Hans ter Braak visits the employers and has a talk in the line of: "you know it is a special boy, give him a chance again" and shortly afterwards a very confronting talk with the employee: "you want to stay out of work permantly, Dennis? Then go on like this!"
The personal factor is crucial, says Mr.Ter Braak. If I didn't know them so well, and the other way around, the young people would drop out of their orientation place very soon, because it is really hard work for them. Already 15% of the pupils of vocational schools in Amsterdam -under 16- are in the streets. 50000 pupils!
Our pupils ring the bell before dropping out, and even if they do not, we will get a ring from the employer or from the parents that there are troubles. Originally the work-orientation period lasted one year but nowadays it is mostly two years. The pupils have more problems. Not only do they have learning difficulties, but often they are coming from a different cultural background and are they having adaptation problems in Holland.

Also on the side of the employers the situation is more complicated

nowadays. Small workshops with personal relations and a strong social control are hard to find. Factories get bigger and less personal. Formerly a boy or girl from the Atlantschool could often find a job at the same place where she or he had received work orientation, but finding a real job gets harder and harder.
Nevertheless 50% of our schoolleavers in june 1983 are at work now, a year later, says Mr.Ter Braak. Compared with the same group of young people from other schools, our percentage is at least twice as much. Therefore the work orientation, in the very personal way we are doing it, is regarded as very important by everybody involved, the inspector, the teachers of the school, the employers, the parents and last but not least the young people themselves.

Implications for teacher training for special education

Teachers should realise that the end of the school program is not the end of their responsibilities. The transition from school to work is a crucial part of their task and has to be done with the utmost care. The Atlant experience indicates, that the best way to do it is with one or two teachers as key-figures. But these key-teachers, who are responsible for the transition from school to work of their pupils, should know a number of strategies how to perform their difficult task. Therefore our group shares the opinion that "transition from school to work" should also form an important part of the curriculum of teacher training courses for special education. Our field studies at Triest, Kreveld and Amsterdam are offering some first guidelines for strategies in this field but much has still to be done to develop a curriculum document on this issue.

3.3. A slow-learner at work in Triest, Italy, a case-study

If we want to speak of a slow learner we have to define immediatly the question of who can be a slow learner. And it is not an easy answer. In fact to consider somebody slow in learning (or in something else) it is necessary to state in advance what is the "normal" rhytm or speed in learning. By the usual definition it's normally a thing that the majority of the population does (or that people do more frequently). But then we can ask which population are we speaking of and where, and when. Of course normal behaviour has not the same characteristics nowadays in our country, or, e.g., 50 years ago and/or in another country. For instance to write, read and count, is now normal in Italy, but it was not so at the beginning of this century, and it is not normal in other countries now. This suggests that normality is a relative concept. To come back to our supposed slow-learner, we deem him slow in learning comparing his learning time with those of his class, or of his school. Moreover the same times are not always normal for all classes and all schools, so it may happen that one who is a slow learner in one class or in one school, can be a "normal" learner (or even a fast-learner) in another class or in another school. Furthermore, in order to make a definition of this kind even more unreliable, there are all the dynamics of the relationship between teacher and pupils, the teacher and this one pupil, between pupils themselves. In this context it is always useful to remember the results of the experiences of Jacobson and Rosenthal. Psychologists and pedagogists very soon became aware of this problem, especially after the widening of scholership to a greater proportion of the population and they tried to obtain an "objective" assesment of the possibilities of each pupil through tests. But tests are also built on the characteristics of a specific population in a specific time and place, and so they can be applied only to members of specific kinds of pupils. That which Binet himself recommended should be borne in mind when using his tests, based on the specific characteristics of a specific population. From that time on attempts have been made to adjust tests so that they give valid results; so, to measure intelligence, non-verbal tests, culture free tests, etc.etc. have been prepared. But this problem has never been solved: the validity of tests is dependent on many variables outside our control. As we are speaking

of subjects who are still developing, what we have said is even more important. Because youth is changing continuously, so that results can never be considered definitive (see Piaget's decalage, A.Freud's Ego spontaneous regressions, etc.etc.). Perhaps, in this field, it would be useful to remember that, not so many years ago, Einstein would have been deemed a slow-learners at the primary school, and one of our best musicians, G.Verdi, failed his music course at Busseto Conservatory.

It would be possible to discuss this matter at length, but the literature on the srgument is particularly wide; I wish only to recall a few elements from the many that have already been mentioned. Moreover my aim is clearly to point out that I should not be able to pick out in a school a slow-learner, even if I know very well many boys and girls who are not able to obtain good results at school, limiting in this way their future life and, especially, their working life. I hope that the new didactical methodology will help them to improve, but at this moment it is too early to see valid results.

It is also too early, in my country Italy, to have boys and girls who have had a whole iter studiorum according to new didactical models, because of the very recent introduction of these models in the school. And too early to have them at work. So I shall describe the case of a boy deemed, many years ago, slow-learner.

A "slow-learner' at work

I have chosen a case with a "happy ending", an ending particularly happy, in my opinion, because the boy who experienced it has escaped (and he wanted to escape) from his state of dependence. In fact the "welfare state" providing help in difficult situations, includes the risk of people who are assisted becoming too much dependent on this help. Especially when a family has to live on assistance, it happens very often that children in such a family get used to not seeking work but asking for help. Also without any evil intention they hesitate in a very dangerous way to decide to do things by themselves, probably it is more difficult for them to achieve this kind of self-confidence. For these reasons, and for many others that can enlighten

the process of the old assistance methodology, I find the case of George particularly interesting and important. In the last years doctors and psychologists are studying the so called "invulnerable children", that is children who remain unaffected by the worst situations (we can always remember the children born in the concentration camps, studied by A.Freud, for example), I think George is perhaps very near to these children, or that he has found the right help, at a moment of his life, to become one of these.

George has a father and mother living and one sister and one brother older than him. The mother was a housewife and the father a merchant seamen cook. The local agencies began to take care of him when the mother was suddenly admitted to the local mental hospital after her youngest child, a boy three years old, fell from a window and died. It must be pointed out that the same boy had already fallen from the window one year before, but on this first occasion he survived. After this tragedy George went to live with his maternal grand-mother, but for the old lady it was very difficult to take care of him, as he was terribly hyperactive and she was always afraid that he could fall out of a window as his little brother had done. She was always looking after him and she was so frightened that she would not allow him to begin the primary school.
The father had practically abandoned the family and was unemployed, and so she asked for help. At the age of six years George was reported for the first time to the public assistance authority. He was examined at the local neuro-psycho-pedagogical centre and the diagnosis was of a slight mental retardation, high hyperactivity and a special education was recommended for him. No organic or psychic damage was found. He was thus admitted to the local special institution for the young psychic handicapped. At this institution he integrated very quickly to the group of his class, his scholastic results were judged satisfactory,he was good in drawing and able to write his first letters. He paid attentions to the lessons and tried to be useful in every practical situation. His body development was good. After some months in this institution (we are in November 1968, he is seven years old), the grand-mother fell seriously ill and was admitted to the hospital. George was placed by the local agency with

temporary foster mother. After two days this lady gave him up because he was enuretic; at the home of the grand-mother some episodes of enuresis had occurred, but the two nights in the house of the lady had been two bad nights for him. The whole family then (father and grand-mother, as his mother was still in the mental hospital) asked for a permanent assessment of George in a special institution (it did not seem possible to admit him to a normal institution because of his mental retardation and his hyperactivity). There is a special institution in a village near Triest, but they had no room for him. So he was admitted to an institution, a psycho-pedagogigal institution attached to a neuropsychiatric hospital rather far from the town.
In 1969, he entered this special institution. The report on him says his general condition was good. His body development was above the average, but he was emotionally unstable. His relationships were superficial. He was aggressive towards his companions. He showed insufficient motivation in carrying out the psychological tests required. His mental activity was frail. His spatial organization was absolutely inadequate. His graphic-pictural expression was primitive. His personality seemed characterized by a weakly structured and inadequately differentiated Ego.

In February 1971 his condition seemed to have changed for the worse: his general condition was poor. There was a clear anorexia, slight mental retardation, emotional immaturity, personality insuficiently integrated, retardation in logical development. Theresults in his scholastic activities were inconsistent and worse than those obtained in the tests. The relationship with his family was superficial.
Psycho pharmaecological treatment was being carried out.
In July of the same year we find the same situation and therefore it was suggested to continue the treatment.

In 1972 it became possible to move him to the special institute near Triest. In June 1972 it was reported that his general condition was satisfactory, his weight increase normal. The therapy referred to above was continued. His intellectual performances remained at the lower range of normality. Interviews were difficult because of his persistent instability. His talk was full of childish attempts to ingratiate himself with adults. He was in need of constant proof of

affection. At the same time George appeared to be detached from his environment and his mood was independent of it. His behaviour was submissive and because of this he was well accepted. His scholastic results were improving except for a slight disgraphia. It was decided to offer him psychopedagogical treatment. There was a scanty relationship with his family (sometimes his mother wrote to him).

About one year later (June 1973) the situation was more or less the same. Only it is noted that his behaviour towards adults was becoming more attached, behaviour that could suddenly change into a negative one, but in totally passive way. He showed hyperactivity logoria, and he was easily distracted. He indulged in clown behaviour to attract the attention of other children. They liked him. Enuretic episodes were less frequent.

In autumn 1973 he was moved to the special institute of Triest, that had been opened in the mean time. From this time on we have no clinical records of him. But for instance we find that he has joined a scout group and that the local agency is trying to find a new temporary foster family for him. So he was placed with a lady and in 1977 he asked to attend a two years residential cooking course in a college in the hills of our region. The local agency managed to give him this opportunity. His results on the course were good. Every fortnight the educational assistants of the Triest institute went to his college to speak with his teachers and thus assure his educational continuity. He came back to Triest for week-ends and for this purpose he rented a room that he paid for with his own money (a small amount of pocket money was given to him). During summer holidays he had extra lessons in the foreign language taught at school. He completed the course and became a cook. When he came back, as the room he had rented for week-ends was not available for full time residence, he lived temporarily in the adolescents-group apartment. Some weeks later he moved to an apartment rented by the local agency for him and another boy, with the aim of giving them more independence. He was given an allowance by the local agency and the educational assistant of the adolescents-group apartment (who had been George's educational assistants also before in the Triest's institute) remained his point of refernce.

We are now in 1979, in this year he left to carry out his compulsory service in the army. When he came back from this he found work as a cook in a "Pizzeria". From this moment on he needed no further financial help and he was very glad of it. Two years later he obtained one of the small apartments that have been built with the hope of solving the house problem. So every kind of assistance could finally end for him.

He is described as a very responsible young man, who seems older than his age. He feels a great sense of shame because of the years passed in special institutes, never speaks of it, even with people who know his whole story very well.

I Think that is is not necessary to comment at length on this report: the unhappiness of George was clearly shown by his physical (to the extent of anorexia) and psychological condition during the time he passed in the different special institutions; he began to improve when he was in a more normal environment. It is clear that had other means of dealing with this case been available, a lot of his past and future unhappiness could have been avoided.

The problem he still has to solve is how he will come to terms with the fact of his early life in special institutions.

Vocational training for young people with special needs in Kreveld, West Germany

By normal classroom behaviour standard things are a little bit extra-ordinary in this class for vocational training.
Stefan S, 17 years old, is lying down on the ground, struck by a sudden blow on his back. He is swearing loudly. The other pupils as well as the teacher are smiling at him and they are crying: lost, Peter is the winner. Peter B can hardly hide his pride because he reacted very quickly: didn't he?
If you are now thinking that this is an ordinary scene in this classroom, you are wrong, because it is part of an interactionplay, which happens here every time in the beginning of the schoolyear.

You would not expect this kind of curriculum in a school for vocational training. Neither did Stefan and Peter. And more surprises are in store for them. Role- and conflict plays are on the program and by means of these plays they are challenged to explain their strange behaviour and to look for more acceptable ways of conflict solutions. The whole curriculum of this special kind of vocational training in Kreveld is not only designed to learn the ususal technical skills, needed in workshops and factories, but to confront the pupils with all kinds of social situations that could happen where people are working closely together. Moreover every pupil has ample opportunity to discuss his individual reactions in social situations with a counselor.

Why was this special curriculum designed? At a school for vocational training in Kreveld, West Germany, Saturday classes were organised since 1981 for unemployed young labourers, who were still in the compulsory school-age, and for young labourers who faced unemployment in a declining economy because they did not finish their training. The young people attended these Saturday classes on a voluntary basis. The main goal of these Saturday class was to develop the personality of the young people in several areas, in order to make them stronger on the labour market and in their personal lives. This meant for the curriculum:
a. attention to individual personality development;
b. attention focussed on the development of social skills;

c. jobtraining by development of technical skills.
Only c.is normally expected from a vocational school. The basis for the curriculum domains under a. and b. was formed by the ideas of humanistic psychology. Since the humanistic psychology strongly believes, that every child has the possibility to develop his personality in the above mentioned areas, the whole curriculum was designed to form an environment where such a growth was possible. Therefore, as stated above, as much attention was given to emotional, affective and social educational goals as to the more classic technical skill development.

In 1984 an inquiry was held among former pupils of the Kreveld-Saturday classes. The results showed that the majority of young people felt that they had benefitted from this kind of education. Two third of the ex-pupils found that they understood themselves better and also had developped a better understanding of the social world around them.
They evaluated this part of their education as at least as importand as the technical education, not only for their personal development, but also to find a job, and keep it.

Section 4 RECREATION

4.1. Background literature on the concept of "leisure" and recreation.

The concept of leisure is that of free time, time free from work. In our days we have more time free from work, if we compare the working times of only few years ago, to the extent of having, it seems, the problem of using this free time, the problem of leisure. Of course in a society based on productivity, work may become an obsession like a drug, and free time an empty, boring one (the high percentage of suicides during the week-ends and holidays are already known). If we want to understand the real characteristics and possibilities of leisure, especially that of young people, we have to refer to the "otium" of the Latins. The time of "otium" was full of interests and studies, the time dedicated to thought, meditation, conversations, etc. etc. Plato's dialogues were part of "otium". This same concept we can find in Schiller and later this gave rise to Huizinga's idea of "homo ludens" as an essential attribution of the human being, the basis of society, science, creativity, etc.etc. From Huizinga's "homo ludens" we arrive directly to the concept of play (ludere) as a fundamental form of expression and realization of the self, as well as an ever present source of knowledge. In this context the ludic style is considered as an ever lasting component of the human being, and perhaps the richest in possibilities of progress. Of course all I have said has particular relevance and importance for children. To continue in a philosophical perspective, we can remember that Plato himself recommended play as an important activity for children and many modern pedagogists have improved this concept in their theories (Dewey, Decroly, Claparéde, Isaacs, Wallon, Bruner, etc.etc.) On the other hand we cannot forget that a long tradition, also philosophical, considers the play-time, i.e. leisure, as a waste of time, an unproductive one, and considers only labour as important. In this perspective children had to be made accustumed, day by day, to accept labour and therefore there was no attention paid to their interests, and mainly to their principle interest: to play, seen as the worst waste of time. Unhappily this tradition is still a dominant one in our schools, and so the boring lesson is the more usual form of didactic and the free time is reduced by equally boring home-work. But pedago-

gical theories are fighting hard against this bad habit as a means of improving the informal side of education, i.e. exploiting leisure.
In this regard we cannot forget the wave of anti-institutionalists (Illich, Reimer, etc.etc.), who pointed out how much better would be a less formalized education. Of course that was utopia, but the emphasis they gave to the informal side of education has been constantly developed from that time on. On this theoretical principle is to a large extent founded the didactical practice of the full-time school, and this is also the basis of organization of leisure for young people.
Children are eager for knowledge and never are they better disposed than in their free time. So it is very easy to meet their demands, if we avoid the temptation of too rigid a structuralisation for this time, in order to obtain immediate results. It is essential, to have good results, to give time to children to formulate their demands, and then we will be able to structure our answers, and we will have a constructive and lasting relationship. This certainly however does not mean that we have to leave on the shoulders of the children themselves the decision as how to spend their leisure time.
Adults cannot abdicate from this responsibility. We see also too often how dangerous leisure can be (drugs, criminality, etc. etc.), when not enough resources and organization are provided by responsible adults.

Of course the same things, and in a much more evident way, happens with problem-children. Free time is particularly precious for these children, because they feel entitled to live according to their particular rhythms, far from any kind of standard, and in these conditions we can easily detect those basic capacities (Mannoni) we can use as a basis for our didactical action. Moreover during leisure, interactions between "normal" and problem-children are multiplied, so that the latter can learn what "normality" means, and make efforts, as they are able, to gain this objective, just for playing.....
For teachers leisure time of children is a terribly busy time, but an ideal field of observation, observation that allows them better to formulate their educational action, both in working and in free time.

Many experiences of this kind have already been obtained with problem children. In my region, Friuli-Venezia Giulia, every summer special

centres are organized during July and August where normal and problem children join in common activities from morning to late afternoon. Residential holidays in the mountains and at the seaside have provided a fruitful change of development to very severe cerebral damaged boys and girls, and now we have become aware of how many things they were capable of doing, things we would have never imagined possible for them, while they were in the hospital. During these residential holidays their normal assistant personal proved unnecessary as their companions provided whatever help they needed. This provision and acceptance of help was made possible through the efforts of the children themselves, and mutual benefit was received. Experiences of the same kind can be found also in Triest leisure and hobby centers -Ricreatorio- open the whole year to all children (6-14 years old).

4.2. The "Recreatorio" in Triest

The "Ricreatorio" (Recreation and hobby center) was founded at the beginning of the nineteenth century, by the Austrian administration,at Triest, to keep off the streets the sons and daughters of poor people. Because of Triest's development under the Austrian administration this Ricreatorio, in view of equality of recognition of all religious faiths, started and has always remained completely lay and not influenced by any particular religious organization. The aim was to give them the chance to learn some fundamental knowledge, whilst enjoying themselves. The name of the institution itself shows its characteristics: from "ricreare" (recreation) that means combined amusement and re-generation, that is re-generation through amusement. In practice in the "Ricreatorio" children could find teachers ready to help them with their schoolhome-work and in addition there were different activities for them. For the boys wood work, pottery, etc., for the girls sewing, knitting and other feminine accomplishments. The choice of these activities was completely free. For both of them there were musical and sporting activities. The buildings of the "Ricreatorio" were generally solid and spacious, with a gymnasium, rooms for the different activities and a playground, so that they could play outside in the warm weather. The "Ricreatorio" was intended to be a bridge between school activities and family life (often not so happy for these children) and work activities, leading to independent adult life. Especially at the start of this institution,

the people who founded it intended it as a guide for these poor children and adolescents towards a docent working life. Very soon the pedagogical style of the "Ricreatorio" became attractive also for families who had no money problems and they sent their children to it. From that time on it remained a very much loved and typical amenity of the town. During the war the "Ricreatorio" remained closed for some years, then the Allied Administration provided for their re-establishment. Now they are once more very much alive in Triest. There are now eleven "Ricreatori" in the town. Children from 6 to 14 are admitted to the "Ricreatorio", there are still the same activities as in the beginning, but no longer divided into seperate male and female activities; also in this field the choice is free now. The methodology used, according to the contemporary psycho-pedagogical theories, has as its basis the stimulation of every capacity of the pupils. At this moment it is particularly easy to combine the "Ricreatori" activities with those of the school, because of the new teaching programs. An additional advantage is that many older teachers have retired and there is now available a number of young graduate teachers who are full of enthusiasm and new ideas; many of these have already had experiences of working with problem children.

In this climate, of course, it is easy to integrate a problem child. This is what happened with Paul. Paul is a ten years old boy with a Down syndrome. He is the only child of a mature lady, who married a widower with a grown up son (he is now thirty years old). Paul was born prematurely at eight months and was for one month in an incubator. At the age of sixteen months his mother fell while carrying him and caused a fractured femor. He was in hospital with his leg in plaster for about two months. This accident caused an antipathy for his mother in the child. But after being in hospital, where his mother was able to spend the whole day with him, he began to "forgive" her, and they developed a very close relationship, The mother became overprotective to the extent of feeding him at an age when he should have been feeding himself. At the age of four years he attended a nursery school and then the primary school. He found difficulties in speaking, moving his hands and in walking (stairs were an unsurmountable barier for him). Because of these reasons teachers, in the first and second year at school, were inclined to ignore him, always afraid to ask too

much from him, with the result that his progress was unsatisfactory.

At the "Ricreatorio" (the Ricreatorio Gentilli) he came with his mother who was, of course, very anxious about the first approach,in a free climate, of her son to a school with other children, children who were normal. The headmaster, realizing that the close dependence on his mother would impede his progress, managed to persuade the mother to attend less each day, until, after about three weeks, attendance ceased altogether. Two of his schoolmates were already at this centre and this helped him to adjust. No special methodology was used, but, because of the presence of other children, he improved his efforts and in some months he was able to move more freely, and finally to climb stairs without assistance. Ball games (foot-ball especially) strengthened his hands and legs, and because of this increased self-confidence mental stimulus followed. His progress was particularly evident during the first year in the Ricreatorio, and by the following year at school, he was strong and self-confident enough to write.

The object of the "Ricreatorio", which is to assist scholastic education through enjoyment of ply and introduction to hand-work, again demonstrated their applicability in a case of a child with special educational needs. His general progress also had an effect on his mother, who could see that his development among normal children was proceeding very satisfactorily. Again the satisfaction of his mother with his progress, strengthened and stimulated the child himself.
Of course nothing exceptional has happened: the boy needed movement and he had it, he needed speaking exercises and he has them. At the beginning, in fact, everybody in the Ricreatorio, from the headmaster to the youngest pupil, was walking with him, then running with him, then playing football with him, then climbing stairs with him. Now the main activity is speaking. There have been a number of very useful exercises he did, during whole afternoons, enjoying himself. This could never have happened in the children's hospital. This is, in my opinion, the fundamental difference: to have to do special exercises in a special setting, perhaps with other "special" children, or, on the contrary, to have the chance to do amusing things with normal children in an every day life context.
In this second way the problem child can "forget" his impossibilities and improve his possibilities.

4.3. Indications of the need for leisure opportunities for young people with mental handicaps in South West England.

Parental attitudes

This report is based on interviews with the parents of four 17 years olds, Peter, Michael, Jill and Mary from the U.K.
Both the boys had Down's syndrome, one girl's handicap was unspecified and the other had mild atheloid cerebral palsy which resulted in slightly unsteady gaitand tremor. All were ambulant and in the main quite agile. None of them suffered from epilepsy. They all lived at home with their families, their houses being some distance (16-20 km) from the school and from each other.
They were all competent in self help skills being able to wash and dress themselves, use the toilet independently and eat in an acceptable manner. All could make a cup of tea but varying degrees of supervision were needed in activities such as preparing a meal and washing up.
The girls were generally more able than the boys. They could read at approximately a six or seven year level, though not always with understanding. They could write a letter and simple accounts of events with minimal help. The boys were able to recognise social sight vocabulary e.g. OPEN, OUT, but could mainly recite words without understanding from a reader they had used at a previous school.

All four young people were friendly and sociable, yet displayed lack of confidence. One of the girls sought constant reaaurance that what she was doing was right. The boys tended to be over affectionate and demonstrative, where as the girls were aware of appropiate social greeting e.g. able to pay compliments.
Parents were asked specifically about problems they had experienced with regard to leisure activities, and for suggestions with regard to improvements in facilities and services. One instant reaction about problems was: "Yes, we never know what to do to keep her amused!"
In some instances, w hen the question was first posed, general problems were mentioned, rather than those specifically connected with leisure activities. Inevitably, associated difficulties and parental attitudes were revealed "en passant" throughout the interviews.

a. Support

Difficulties with obtaining information about resources, alowances etc. and problems with regard to management and coping were mentioned. Out of schooltime, after all, is the time when families cope alone, and stressful experiences were related:

> "She does get looks when we're shopping. She starts talking and sort of bubbles up, louder. People turn round and stare. That happens all the time. Yes. You get used to that..... You come out with half your shopping. What can you do? You just have to put up with it, don't you."

One parent felt differently:

> "Perhaps if we had a physically handicapped child, and we had to cope with wheelchairs and incontinence. But, I think we've been comparatively lucky."

Nevertheless although less severe, problems did exist, and families had developed coping strategies to ease the pattern of their day. One parent spoke very warmly of the help they had received, but the other families had received very little support in the early years, when. although intervention schemes such as Portage and parent workshops were developing in Wessex and the Manchester area, such services were unheard of in the south east of England.

There was little improvement in their current situation, apart from odd periods of short term care and visits to relatives of varying frequencies.
Neighbours were generally reported as reacting favourably to the handicapped youngster, but there was no support from the local community. However, parents did not mention this as a problem. They had become used to coping alone.

b. Daily Living Skills

Leisure activities, particularly out of the home, demand a variety of daily living skills. Parents expressed doubts about their youngsters' ability to cope in various situations.

Communication and social interaction

For the boys in particular, whose speech was often indistinct, the inability to make themselves understood was mentioned.

> "I did ask round the shop how much they could understand of what he said, and they said they could, but I have difficulty sometimes. He tends to talk too quickly. It's easier to understand him if he slows it down a bit."

Fears about their youngsters' suggestibility were apparent:

> "They'd only have to tell him to, and he'd do it."

A Lack of awareness of social conventions and how the people around you are behaving was identified:

> "I doubt if he could cope with an ordinary club. They'd find him a bit of a pest. If he wanted to go and talk to someone, he'd go and talk to them, and they might not want to talk to him at that moment."

In their survey of integrated education for children with special needs Hegarty et al (1981) suggest that bullying and teasing are not a problem, but the parents made references to examples of it.

Mobility in the community

Restrictions imposed by the young people needing to be transported by their parents were cited:

> "Getting him about, talking him to different paces."

Where freedom was allowed, distances were small. Two youngsters were able to walk to the village shops:

> "He goes shopping on his own... Saturday mornings round to the village. About a quarter of a mile. He finds his way through the estate. He has to cross that busy road, but I said I've got to let him do something sometimes."

Jill could catch a bus to the nearest town, although the occasion never arose. The other two who lived on busy suburban roads were not allowed

to venture out alone:

> "I wouldn't let her cross the road on her own. I wouldn't take that chance. It's a very busy road."

Other problems apart from traffic were identified:

> "There are quite a high proportion of strangers going through. It's because she's at risk really, not only from being knocked down, but also from being picked up or preyed upon."

A mother described an anxious time:

> "One night we were frantic, weren't we. You went one way, I went the other, and he was down on the big Council estate. He'd just wandered. He hadn't even looked back. He'd go and he'd be gone."

Parents were expressing real and very understandable fears about their youngsters' inability to cope with getting around in the community. Jeffree and Cheseldine (1981) also found that independent mobility was a major factor. Paradoxically, without practice they are unlikely to acquire the skills.

Handling Money

Parents described the youngsters' difficulties in dealing with money:

> "Just meaningless pieces of metal."

> "I try to get him to pick out the coins he needs for Gateway subs. How many he needs."

> "If it's less than a pound, she gives a pound note, if it's one pound and something she gives two pounds. The trouble is, she needs a lot of pound notes, and she ends up with a lot of change!"

Although they officially had pocket money and one teenager had a bank account, they did not have money to handle, budget, guard (or lose) at home, to help develop a sense of its value. Apart from Jill, when

shopping, they handled money only as they passed it from parent to shop assistant.

Personal and social skills

These youngsters were fairly competent in personal skills, but one parent identified a particular problem with getting dry at the local swimming pool and coping independently with the changing rooms and toilets.

As another parent acknowledged:

> "There is a tendency when you're Mum to keep on doing things and not letting them be independent. You're afraid.... He does make coffee occasionally, but then I'm hovering about in case he scalds himself."

Without rehearsal, social skills do not develop or improve, thus creating a self perpetuating situation. As one mother said:

> "There are lots of things he ought to learn to make him independent, I'm gradually thinking.... I suppose I've got to let him."

The study lent support to the proposal by Schalock and Harper (1978) that parental attitudes and expectations significantly influence levels of functioning at home and in the community.

Skills for Recreational Activities

Parents felt that a lack of specific skills including turn taking, numeracy and learning the rules inhibited leisure activities:

> "When they play organized games, well of course he couln't. He'd pot about, but he'd never be able to play a serious game, following the rules."

> "When you're going to play a game you usually reckon to play with someone at a similar level to yourself. They'd soon get fed up with her. She wouldn't be good enough."

> "There aren't many games he can play on equal terms."

Local Facilities and Information

There was a general lack of information. Three of the families had not heard of Gateway Clubs, and the overall feeling was:

> "There aren't any facilities around here for these children."

A lack of local resources for young people generally was mentioned. The families who lived in villages referred to clubs closing and as a result one mother declared:

> "There's not a lot to do in the village that's the trouble."

Yet, discussions with teenage siblings revealed that they engaged in activities out of the home, e.g. table tennis, judo, youth club, where necessary parents transported them. A combination of lack of special facilities, or knowledge of them, and parents' reluctance to consider non-segregated clubs, may have contributed to the fact that the handicapped teenagers spent more time at home than their siblings.

Friends and Local Contacts

Whilst two of the youngsters had special friends, in one case the disparity in ages (they were four and six years old) was a problem - other friends had moved out of the village. One parent attributed lack of contact out of school to:

> "The fact is we don't know who else has got another mentally handicapped child to go and take them to their place."

Another parent indicated the influence of parental attitudes and expectations on the development of frienships:

> "To be honest with you, his brother has friends round, but we've never thought about it with him, have we?.... It is possibly because you think how are they going to get here. Or you've got to go way over there to get them."

When one parent commented that the teenager had the ability to do various things, but seemed to lack the motivation, this was countered

by:

> "I suppose to be fair, if Mark (the brother) wants a game of tennis, he can go off and find someone of similar status. It's not so easy for her, is it? As she gets older, it gets more difficult for her to make friends."

Motivation

One parent observed:

> "I suppose the less capable you are, the less imagination you've got to think of things that you would like yourself, and that you will instigate yourself in leisure. We all resist change, we all resist at times trying something new, and then think why didn't I do that years ago. It's more difficult for them."

Another parent suggested:

> "They really need to be organized all the time don't they."

However, young people with mental handicaps are beset by circumstances that militate against motivation. Double standards apply. If they are not taught or given opportunities to rehearse skills that they need, reliance on others results, restricting any real choice. Their experiences serve to extinguish motivation:

> "She used to ask if she could go, but I wouldn't let her. In the end she gave up asking."

Ways in Which School Could Help

The limitations imposed on some families was identified by one parent's response to the question about specific skills that could be taught through school, to increase the youngsters' participation in any special family activities:

> "I suppose, thinking about it, you find that you don't make the same effort. You tend to write things off...you give up trying a bit. Some things you'd like to do, you don't."

Another parent commented:

> "Times are changing. Where we used to go to the cinema, now the children have got these videos, they go down the road and hire a film."

Peter's mother described his reluctance to get into a friend's boat when they went water ski-ing, which could be helped through the school's water pursuits. Other suggestions included:

a. A youth club after school.
b. A regular family disco at school, sometimes inviting other schools.
c. Helping youngsters to cope with frustration when they couldn't manage something.
d. Helping te reduce stereotopic behaviour.
e. Increasing self confidence.
f. Handling money.
g. Shorter weekend break -only one day at weekend and one day break mid-week.

Suggestions tended to revolve around the school, rather than local facilities or family activities. Perhaps because that was what parents knew, and felt happy with, or because, as one parent said:

> "We're not a family that does a lot."

Suggestion for Improving Resources

There were two suggestions:

a. An easily accessible centre for the young people to meet.
b. A Sunday morning sports session based on a local school.

Since the leisure activities of their handicapped teenagers were limited, and a lack of resources had been identified, more suggestions might have been expected. Any activities that their youngsters engaged in inevitably involved them to some extent and it is possible that they may have preferred them to be at home. Also, parents' suggestions were based on their experience of limited provision which makes it essential to explain how things might be different, giving them a vision of the possible. Being consulted about their ideas for pro-

vision seemed to be a novel occurrence, for which they may have been unprepared. It should happen more often. It would be interesting to return to see if further ideas had been engendered.

Summary

Attitudes varied, from a feeling that their youngsters' time was very fully occupied in spite of recognised limitations, to appreciating the gaps but unable to fill them. There was no evidence that parents had considered the implications for the future lives of their youngsters or themselves. One mother said "I can't think about the future". There was an overall impression of acceptance that this is what life is like for people with mental handicaps and their families. They had adopted a "modus vivendi", protecting their youngsters in varying degrees, since they had to cope alone within the boundaries of what they had come to know as very limited provision or support.
McCormack (1978) describes the dependency on caring that can accrue over the years, particularly with mothers. In some degree this may have influenced parental attitudes in the scope they allowed their youngsters to acquire the skills and experience they will need to exercise some control over their own lives. It was evident that, in the main, they were still considered as children, although one mother acknowledged "They're adults, aren't they". Understandably, the mould may be hard to break, and any attempts must be accompanied by sensitive, considerate collaboration. It is parents after all who will have to pick up the pieces.

It must also be considered that for these parents, as for the rest of society, the dominance of the work ethic may influence their attitudes towards leisure activities. They may not be seen as a priority.

Acknowledgement: This survey was undertaken by Ann Hurling of Avery Hill College, London, to whom we offer our gratitude.

4.4. Europe Contact in West Germany

Already for eight years now Prof.Kluge, one of our core group members, and his colleague Dr.Fitting from Cologne-University, have taken the initiative to organise summercamps where young people with and without special needs can meet. These summercamps, lasting 12 days, are called Europe contact. They are held in a conference castle near Kleve in the federal state of Rheinland-Westfalen in West-Germany.
Young people all over Europe are invited to attend this camp. Costs, apart from travel expenses, are rather low, 70 pounds per person.
The staff who runs the camp mainly consists of students and lecturers from the Education department of Cologne University, but there are also volunteers from outside the University world. Over the years a lot of experience is built up, not only with the organization but also with building up interesting programs.

The organizers looked for activities that could be shared by handicapped and non handicapped young people. Therefore the program is full of musicmaking, dancing and drama and tries to avoid too much stress on academic achievements like reading. Groups are formed of 8 to 12 participants according to nationality. This of course because of the mutual language. During the camp the groups are meeting continuously, using the international language of music, dance and drama. Evaluation discussions revealed that both groups of young people, handicapped and non handicapped, learned a lot at these camps.

In the first place they learned to share each others world. This meant accepting each other with his possibilities and difficulties. But although everybody was convinced that sharing eachother's world was absolutely necessary, the second thing the young people learned was that it is not easy for both groups. Non handicapped young people find it very difficult to adjust their walking and talking speed to their handicapped fellow-campmembers. During a discussion a spastic boy reacts only after a minute or so. The others fail to understand his point because the discussion has already reached a new phase.

For handicapped people it is hard to see all those young people around them who can move, think and talk freely without problems. It is difficult not to get angry then.
The program does much to accept each other during activities that can

be shared by everybody. In the end the general opinion is that the experience of Europe contact has been very fruitful, although it was not an easy, relaxed holiday.

Implications for teacher training for special education.

Teachers should be aware that young people with special needs should accept themselves as they are. With a great many possibilities, but also with specific problems. They did not ask for those problems and many other young people around them are not forced to cope with these "special needs". Nevertheless you have to learn to live with yourself as you are, without getting angry at the world.

4.5. The Haarlem school for practical education

The Haarlem school for practical education is also a special school for further education for slow learners, just like the Atlantschool in section 3.2. in Amsterdam. Although the school in Haarlem also offers their pupils the opportunity of work-orientation, a lot more stress is put in the curriculum on leisure activities. The headteacher Wim Bitter states that with the best possible efforts only a part of the schoolleavers will find a job in the present economic situation.
Since more and more academic schooling is asked from young people if they want to work, Mr.Bitter likes to face reality with his pupils and their parents. The reality in his view is that many face a life time without a paid job.
They cannot stay at home and watch T.V. and video for 8 hours a day and sleep and eat the rest of the time. In this type of school we have to teach them to live like active, responsible adults, not like passive consumers only.
The curriculum offers the pupils a lot of leisure activities. Specially in the 3rd and 4th year.

The school is situated alongside the river Spaarne. Therefore one of the activities is canoeing. But then the canoes have to be built first. In the woodwork-workshop the pupils, boys and girls, are building a simple designed canoe with their teacher. We are not expecting them to build one on their own later, but at least they can maintain one later if they want it.
Painting and repairing won't be a problem for most of them and they know how to handle the boat in the water. About six miles from the school, in the dunes near the sea, the school has built its own riding stables. We rent horses from the farmers here and teach our children to ride in their own riding school.
Besides the canoes and the horses almost every possible activity is offered to the pupils.
A lot of time is devoted to drama and musicmaking with simple instruments like bambooflutes. Every year the schoolleavers are making their own musical. On a big schoolleaversparty the music is performed for the parents and familymembers.

For many young people it is not easy to leave this school. During the first 2 or 3 years they can attend eveningschool two nights a week.

Although they are coming for reading and writing as well as sports, our main task in the eveningschool as we see it is to encourage them to stay active, even if they are out of work. Almost 50% cannot find a job at the moment.
We hope to teach them that it does not mean they have to stay home, sitting on the couch, watching T.V.

4.6. Implications for teachertraining regarding recreation

Teachers have to face reality. Many young people cannot expect work under the present legislation (see 3.1.) in our Western European Societies.
Our curriculum has to take this fact into account. The homo-ludens of section 4.1. is not born out of the blue. Our young people need to learn how to play in life.
The field-studies in Triest, South West England, Kleve and Haarlem all stress the need to offer our young people a whole range of leisure opportunities to enable them to lead an active life after school, even if there is no work to be found.
Training colleges for special education have to revise their curricula because academic achievements should not form the greater part of their education any more. The new teacher for young people with special needs should be teacher, community-worker and sportsleader at the same time, and what is more, to be able to make their pupils enthusiastic for a life as "homo-ludens". This requires in many cases psychotherapeutic strategies.
A curriculum document in this field for teacher training courses has yet to be developed.

Section 5 FURTHER EDUCATION

The situation in the United Kingdom

Section 5 FURTHER EDUCATION

The situation in the United KIngdom, present and future.

The full-time education of students with special needs, as with other students without disabilities, after attaining the current statutory school leaving age of 16, may take place either in schools, until the age of 19, or within further education colleges. The origins of these colleges are described by Fenwick and McBride (1981) as lying in individual initiatives and voluntary, charitable agencies, before being consolidated by the 1944 Education Act. This act completely restructured educational provision and viewed the contribution of the further education sector as providing facilities for pupils attaining the statutory school leaving age, then 15, who were not seeking a narrow work oriented training. In practice, further education colleges became vocational in nature, until the 1959 Crowther report recommended broadening the educational scope. Subsequent developments have given rise to a wide ranging service and in 1977, the Secretary of State for Education and Science set up the Further Education Curriculum Review and Development Unit as an advisory, intelligence and development body for further education. More recently the Warnock Report (1978) and the MacFarlane Report (1980) have given additional impetus to developments in the field.

Until the 1970's further education was available in the main, to able bodied students who had achieved minimum educational standards, which effectively excluded those with mental handicaps. However at that time, the number of students catered for was extremely low. This is confirmed by the National Childrens Bureau survey of handicapped schoolleavers, by Tuckey et al (1973), which found that of the vast majority of schoolleavers, 83% were considered to be suitable for further education and training, by their headteachers, yet only a third, 37%, obtained a place. When one considers that students with mental handicaps, as a group, were found to have the least opportunities, only 19%, and that the survey excluded the most severely handicapped, a less than satisfactory picture begins to emerge.

However, a more recent trend, noted by Haiken (1980), suggests that the

further education sector has begun to accept responsibility for students with special needs. Evidence to the changing attitudes towards these students is provided by Bennett (1978) Natfhe (1978,1979) N.B.H.C. (1977) Coe (1980) Pankhurst and McAllister (1980) but these and other writers also testify to the sporadic nature of provision

> "The further education sector, accustomed as it is to providing for a wide range of educational demand, is ostensibly the most viable alternative to staying on at school. Indeed, it has been observed that further education is, or should be, the growth area in provision for young people with special needs, many of whom are unlikely to have reached their learning ceiling by the age of sixteen."
> (Bradley and Hegarty, 1981, p.9)

The Warnock Report (1978) has confirmed this view and has stimulated a great deal of thinking and action within the further education sector. The report acknowledged that some further education colleges had responded imaginatively and flexibly to identified needs, and a number of examples of good practice, were noted. However, the report recognised that provision for people over 16 was an area of relative neglect and consequently designated provision for young people over 16 with special needs as one of three areas of highest priority, the other two being provision for children under five, and attention to special needs in courses of teacher training. The report recommended: that more opportunities be made for young people over 16 with special needs, to continue their education at school or in further education facilities; that the necessary financial support be made available to enable these people to undertake appropriate courses, and that a variety of forms of further educational provision to meet their needs, including support to attend ordinary classes and special courses or facilities for those with more severe disabilities, in each region.

The practical implemention of the recommendations of the Warnock report, is a matter of some concern since the ensuing white paper and the 1981

Education Act, while accepting the recommendations in principle, failed to allocate sufficient funds to this area and suggested that large scale expansion of existing services would be impossible in the current economic circumstances. Despite this response described variously as "inadequate", "disappointing", and "Cynical" (Coe, 1980; Natfhe, 1979), the Warnock Report is concerned not only with releasing resources, but with changing attitudes, ideals and the whole future direction of provision. The existing and developing courses clearly illustrate that imagination and personal commitment are far more potent features in establishing courses than the allocation of substantial resources. Coe (1980) suggests that a more useful approach to resources is to critically examine what exists and to redirect and channel them to ensure that the most effective use is being made for this group of students. The basic premise on which such a re-evaluation should be based, cited by Haiken (1980), is that these students are the same as any other ans should be considered as such. Consequently, the same degree of attention should be paid to the planning and organisation of courses for these students. If such students are to be accepted by the management and staff members of the college, then the motive in providing for them must be to explore their potential for growth and development, and must not be out of misguided feelings of compassion or goodwill.

Since the Warnock Report was published, considerable developments in the further education sector have been recorded towards this end, by writers such as Rowan (1980), Bradley and Hegarty (1981, 1982), Hutchinson (1982) and I.L.E.A. (1980). These have largely occurred in an ad hoc and relatively unco-ordinated way as a result of individual initiatives, and Cooke (1982) remains convinced that current achievements are wholly inadequate. He cites as crucially important, the economic recession resulting in a severe entrenchment and contraction of public education services together with massive unemployment which particularly affects the young and those with limited aptitude and abilities. It is suggested that pressure such as these have led to a delibrate concealment of the legal obligation of local educatio authorities to provide education for the 16-19 age group. Newell (1982) and NUT (1981) indicate that it is widely believed that this provision may be discretionary or that conditions may be attached. This appears

to be the case despite the efforts of the Advisory Centre for Education and the Children's Legal Centre, to dispell this myth. At the Mencap Conference '16 and then what? In June, 1982, Sir Keith Joseph, Secretary of State for Education, clearly spelled out the duty of local education authorities to make provision, without reservation.

The role of further education in meeting the special educational needs of students with mental handicaps, is precisely described here,

> "For any young person the transition from school to adult life can be a traumatic experience along ill defined pathways. Those who are handicapped often encounter additional obstacles along this route, creared not only by the restrictions and implications of handicap but by the prejudices and attitudes of others whom they meet. Further education has a role in providing a bridge between the two and can help young people to acquire skills which will be of use to them in adult life no matter wheter these skills be in the vocational, social or recreational domain."
> (Hutchinson, 1982, p.31)

Further education focuses specifically on young people and schoolleavers in particular, through courses in further education colleges. The nature and type of courses should be based on an assessment of the needs of the students, and the needs of society as a whole. The basis for both personal and vocational development may be found in such programmes which aim to develop the cognitive and psychomotor abilities of the students as well as their emotional potential, to the full.

The curriculum must necessarily be based on a process of assessment, but the diversity of assessment procedures used at further education level has been noted by Bradley and Hegarty (1981) who suggest that the quality is uneven and needs careful examination, especially in

relation to the actual needs and facilities available. Fleming (1978) demonstrated a lack of both provision and co-ordination in assessment procedures. Hutchinson (1983) asserts that assessment procedures are often limited to formal aspects with little attention being paid to the functional role of assessment. Roberts and al. (1982) have outlined a format consisting of three main stages, which is usually adopted by further education colleges. These stages are firstly, pre-entry assessment, secondly, assessment during the course and thirdly, end of course assessment. Where an individually oriented curriculum is employed, clear objectives should be set from the baselines established at initial assessment level. This should facilitate the on-going process of curriculum evaluation, giving feedback on which to modify and develop the curriculum. Hutchinson (1983) summarises the important issues related to assessment as: linking curricular aims and objectives with assessment; using appropriate criterion referenced approaches and the development of a co-ordinated system of assessment and curriculum between school, college and future placement. Kings Fund (1980) stresses the necessity of a multi-disciplinary approach to assessment, to enable effective courses to be developed. The report of ILEA (1980), stresses the necessity of making available to students with mental handicaps, the full range of special support services available in special schools and social education centres. In addition, Pankhurst (1980) proposes that the availability of staff to support may be the critical factor in determining wheter or not students with special needs have access to courses in further education colleges. The availability of the careers service and the disablement resettlement officer (D.R.O.) is often an important factor in opening up employment opportunities for those for whom it is an appropriate option.

The staffing resources necessary for developing further education provision for special needs students, have been examined by Dixon (1979) who has identified a number of problems related to staff training. Few staff have received any relevant training at either initial or inservice level. A lack of relevant, systematic training schemes at post experience level, exists for those whose major teaching commitment is with special needs. No advanced courses are available which

lead to a recognised qualification and suitable renumeration. This problem is compounded by the low status usually accorded to this work and the lack of career structure for staff who wish to specialise in the field. The present system which permeates further education, gives a higher weighting to advanced further education. The relative isolation of staff with a major responsibility for special needs, has also been noted by Bradley and Hegarty (1981).

Acknowledgement: This review was undertaken by Sally Faraday of Avery Hill College, London, to whom we offer our gratitude.

Section 6 IMPLICATIONS FOR TEACHER TRAINING

Further education and related provision for young people with special needs are in a developing state within the member countries concerned. As can be seen from this exploratory study, there is a range of education and training opportunities (and problems) which would not have been heard of a decade ago. The situation poses considerable challenges for providers of further education.

Among the various changes that are needed are:

1. an expansion of provision of schemes to cater for a wider range of young people with special needs;
2. increased co-ordination and co-operation between the various providers and consumers;
3. systematic collection and dissemination of information on existing practice and on viable curriculum materials that have already been developed;
4. radical rethinking of both initial and inservice training to bring about a change in attitude among all Further Education staff.

The last two recommendations are of particular relevance to the ATEE working group on Special Education. There are at present few systematic training courses in the UK, Italy, West Germany or the Netherlands; the same would appear to be the case in other member states. Attention to curriculum development, assessment procedures, counselling and special teaching methods are urgently needed.

We suggest that readers of this report may wish to spend some time considering the following questions in relation to course development:

1. What should be the rationale for training courses aimed at those who work with young people with special needs?
2. Should courses be aimed at specialists and/or generalists in educational institutions?
3. What should the content of such courses be?
4. How should the courses be organized and resourced?

While considering these four questions one could take into account

the strenths and weaknessess of the projects and other practical initiatives described in this study.
Rethinking our study visits to London, Reading, Triest, Amsterdam and various places in West-Germany, what could we learn from them?
We hope that this report gives some answeres, but we are always open to new ideas and suggestions.

This report should certainly not be regarded as a product. Finished and ready to be shelved, but as a processdescription of the results achieved to this moment. Our group is already planning a new phase in our study into the preparation of young people with special needs for an active life.
Reactions from readers will certainly be taken into account in the planning of this new phase!

One activity of our working group will be a joint study program between several training colledges for special education in London, Belfast, Cologne, Triest and Zeist, with the aim to produce a curriculúm document for teacher training courses on post-school provisions for young adults with special needs.
A second activity will be the extension of the information described in this report. New important material on our issue will come in from France and Portugal. This will be incorporated in a 1985/1986 version of this report.

Therefore we can see that our standing working group is alive and well, and very busy.

Peter Kropveld

Chairman

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